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ABSTRACT

Descriptions of individual diagnosis and remediation of reading problems experienced by students at all levels are included in this annotated bibliography. Included are books, texts having case study sections, and journal reports which together comprise useful sources of case studies of reading disabilities. An opening section lists nine "first sources" which provide an overview of reading problems. Other sections cite case studies at primary, intermediate, junior and senior high school, and college and adult levels. Selection was made on the basis of recency, completeness, availability, and diversity of approach. Entries are listed alphabetically by author within each section and contain complete citation information and informative annotations. (This document previously announced as ED 049 022.) (MS)

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CASE STUDIES IN READING

An Annotated Bibliography

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1971

Ramon Ross, *General Editor*

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INTRODUCTION

"Here's what we did to help Craig learn to read . . ." are words that almost guarantee a quickening of attention by a concerned audience. Teachers, college students, and those in reading-specialist programs of study consider the listening to pertinent examples and the reading of case studies as valuable exercises.

Other than making a reading problem more human and vital, descriptions of diagnosis and remediation have other uses. By reading cases of disabilities, parents may come to understand the complexity of learning. Teachers find immediate suggestions in case examples to use with their present pupils. Students in teacher training more readily understand the principles taught when exemplified by real situations. And, very importantly, case studies are among the most important avenues to knowledge and perspective for those preparing for work as reading specialists. The term "case study," as used in this bibliography, refers to a description of a real, "flesh and blood" individual, even though this person may later have become part of a group-remediation program.

At first thought, well-written accounts of individual and group reading treatment would seem readily available. But the situation is not so simple. The largest number of examples of diagnosis and remediation of reading disabilities, which are filed in college and other reading centers, are not easily accessible or prepared for quick, efficient, and widespread use. Thus, accounts appearing in widely circulated periodicals and books become the principal source of reading case descriptions. This bibliography lists and briefly notes some of the most useful sources of case studies of reading disabilities.

The opening section of the bibliography lists a collection of first sources containing a diversity of studies and providing a good overview of reading problems. Following this, the case studies will be presented on a developmental level basis: Primary, Intermediate, Junior and Senior High School, and College and Adult. When a single reference contains multiple cases spanning developmental levels, the study has been arbitrarily assigned to the lower category level (for example, a reference containing both primary and intermediate grade studies is classified under primary). Several writers (notably Strang and Witty) include many case studies in their writings; in such instances samplings of their studies representative of their work within the developmental categories have been selected. In general, the cases which follow have been selected on the basis of recency, completeness, availability in college libraries, and diversity of approach.

T.T.
G.B.

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FIRST SOURCES

References given below are excellent for presenting an overview of reading problems. The books listed include case histories which are varied in age level, degree of complexity, causality, types of remediation used, and results.

BOND, GUY L., and MILES A TINKER. *Reading Difficulties: Their Diagnosis and Correction.* New York: Appleton-Century-Crofts, 1957, 1967.

Looks at six case studies (five in the 1957 edition) of bright elementary grade students with reading problems. Emphasis is placed on diagnosis with names and interpretation of tests used. Remediation accents basal materials and developmental-type programs in clinical settings.

CARTER, HOMER L. J., and DOROTHY J. MC GINNIS. *Diagnosis and Treatment of the Disabled Reader.* New York: Macmillan, 1970.

Presents brief case studies (mostly at intermediate and junior high levels) which are scattered throughout the book to illustrate report writing and other aspects of remedial work. Chapters 9 and 10 contain two detailed diagnostic case studies (junior high and intermediate grade) followed by recommendations for remedial programs.

FERNALD, GRACE M. *Remedial Techniques in Basic School Subjects.* New York: McGraw-Hill, 1943.

Examines in detail remediation in fifteen case studies of disabled readers from ages eight to twenty-six. Fernald's classic kinesthetic (tracing) method is used for poor readers with a wide variety of difficulties.

HARRIS, ALBERT J. *How to Increase Reading Ability* (4th ed.). New York: David McKay Company, 1962.

Offers four detailed cases with a variety of causal factors and remediation procedures in final chapter of the fourth edition (not the fifth, 1970 edition).

HARRIS, ALBERT J. *Casebook on Reading Disability.* New York: David McKay Company, 1970.

Contains sixteen unusually complete case studies by well-known specialists from a variety of sources (reading clinics, child guidance clinics, counseling). Many of the cases feature an integrated multidisciplinary approach.

HEILMAN, ARTHUR W. *Principles and Practices of Teaching Reading* (2nd ed.). Columbus, Ohio: Charles E. Merrill, 1967.

Presents a diagnostic evaluation followed by procedures used in remedial instruction. Chapter 3 contains three case histories of beginning readers (two boys and one girl) designed to show the extent of differences existing in beginning first graders in the "typical" class. Chapter 16 contains three case histories of intermediate grade problem readers (two boys and one girl).

POLLACK, M. F. W., and JOSEPHINE PIEKARZ. *Reading Problems and Problem Readers.* New York: David McKay Company, 1963.

Consists largely of exceptionally detailed case studies which describe many kinds of problems and types of remediation at all school levels.

ROSWELL, FLORENCE, and GLADYS NATCHEZ. *Reading Disability: Diagnosis and Treatment.* New York: Basic Books, 1964.

Depicts bibliotherapy (guidance in solution of personal problems through directed reading) and techniques with older, undisciplined students. Final chapter illustrates six pupils of different ages and circumstances.

ZINTZ, MILES V. *The Reading Process – The Teacher and the Learner.* Dubuque: Wm. C. Brown Company, 1970.

Discusses numerous brief case studies ranging from kindergarten to eighth grade and illustrating individual reading and remedial reading techniques. Some of the case studies represent specialized problems, such as, mental retardation, neurological handicap, and bilingualism.

PRIMARY GRADES

The majority of case studies are concentrated at the primary grade levels. This factor, in part, reflects the importance of reading in the curriculum at this level, the time devoted to it as a specific subject, and its relationship to other subjects.

AARONSON, SHIRLEY. "Changes in IQ and Reading Performance of a Disturbed Child," *Reading Teacher,* 19 (November 1965), 91-94.

Contains a detailed thirty month study of a primary grade nonreader with delineated psychological and neurological disorders.

AXLINE, VIRGINIA M. *Dibs in Search of Self.* New York: Ballantine, 1969.

Presents an exceptionally detailed and sensitive case study of a gifted youngster with severe problems of emotional disturbance. Intensive psychotherapy (including play therapy) is successful in effecting generalized personality improvement including better academic adjustment.

BARTLET, DEONE, and M. B. SHAPIRO. "Investigation and Treatment of a Reading Disability in a Dull Child with Severe Psychiatric Disturbances," *British Journal of Educational Psychology,* 26 (1956), 180-189.

Presents study of nine-year-old boy with inability to learn to read. Diagnostic evaluation reveals deficiency in perceptual discrimination and formation and retention of visual-auditory connections. Individualized remedial program geared to specific deficiencies proved to be effective.

BRUECKNER, LEO J., and GUY L. BOND. *The Diagnosis and Treatment of Learning Difficulties.* New York: Appleton-Century-Crofts, 1955.

Devotes final section of Chapter 6 to case study and diagnostic procedures in reading and describes case studies (including diagnostic test batteries) of elementary school problem readers.

BRYANT, KEITH N. "Some Clinical Notes on Reading Disability: A Case Report," *Bulletin of the Menniger Clinic,* 28 (1964), 323-338.

Presents case study of emotionally disturbed elementary school boy with serious deficiencies in reading and spelling. Case study focuses upon interdisciplinary approach to this type of problem.

CLYMER, THEODORE. "A Developmental Study of a Retarded Reader," in J. Allen Figurel (Ed.), *Reading for Effective Living,* Proceedings of the International Reading Association, 3, 1958. New York: Scholastic Magazines, 129-134.

Reports that little success was made in an exceptionally detailed four-year case study at the Minnesota Reading Clinic of a primary nonreading boy whose difficulties in word recognition and reading rate were complicated by family factors and "an intense fear of reading."

CROSBY, R. M. N. *The Waysiders.* New York: Delacorte Press, 1968.

Covers thirty-two case histories from several paragraphs to several pages in length of a physician's examination of the many aspects of dyslexia. A few of the cases involve descriptions of remediation procedures.

DELLA-PIANA, GABRIEL M. *Reading Diagnosis and Prescription: An Introduction.* New York: Holt, Rinehart & Winston, 1968.

Includes five full profiles and analyses of reading difficulties based on real cases. In two of these cases, the reader is asked to predict as the profile analysis advances; one teaching case provides data and asks for evaluation and recommendations with one solution given in an appendix.

FORMAN, W. O., and M. C. MILLER, JR. *New Reading Improvement in Our Schools.* Uniontown, Pennsylvania: Forman Reading Clinic, 1958.

Considers possibility that vision may be a major cause of reading difficulty. Medical attention in clinical situation results in gains in reading for fifteen individuals with vision (one hearing) problems whose cases are briefly described.

FROSTIG, MARIANNE, and WILMA HART. "Developmental Evaluation and the Institution of Remedial Programs for Children with Learning Difficulties," *Academic Therapy Quarterly,* 2 (Winter 1966), 76-86.

Gives exceptionally detailed study of primary boy who progresses after group work with basal materials and a rich variety of methods, including color cues and kinesthetic training, in the author's center.

GALLAGHER, JAMES J. *The Tutoring of Brain-Injured, Mentally Retarded Children.* Springfield, Illinois: Charles C. Thomas, 1960.

Points out that two years of tutoring yielded improved IQ and language gains for six brain-injured, severely retarded primary and intermediate children. Discontinuing tutoring in third year resulted in regression.

HARRIS, IRVING D. *Emotional Blocks to Learning.* New York: Free Press of Glencoe, 1961.

Contains one-hundred case studies – three very detailed – of boys, ages seven to sixteen with at least average IQ, in the Illinois Institute for Juvenile Research, with learning problems due to emotional disturbance traced to unfavorable home conditions.

HELLMUTH, JEROME (Ed.). *Educational Therapy, Vol. I.* Seattle: Special Child Publications, 1966.

Offers brief examples of reading retardation with emphasis upon the total area of educational therapy (mental, physical, emotional, and social) and not only upon reading. Presentation of the analysis of difficulties is exceptionally detailed.

HESS, ALEXANDER. "Some Aspects of Dyslexia in the Hebrew Language," *Acta Paedopsychiatrica,* 34 (1967), 153-162.

Presents case study of nine-year-old Israeli boy with severe reading problem. Diagnostic tests suggest that the same essential types of reading difficulties occur in Hebrew language (which has right-to-left sequence) as occur in dyslexic pattern of European languages.

LEMBESIS, ANNE C. "Reaching the Remedial Reader through Sciences," *Education,* 75 (January 1965), 288-292.

Illustrates how teacher reaches a third grade boy with a reading disability through simple level science books.

MALLISON, RUTH. "Individual Educational Therapy for the Special Child," in Jerome Hellmuth (Ed.), *The Special Child in Century 21.* Seattle: Special Child Publications, 1964.

Discusses individual, nonbook, language experience approach using drawings that lead to mixed results with a primary nonreader with emotional difficulties. Emphasis is upon a home training program.

MC GINNIS, MILDRED A. *Aphasic Children – Identification and Education by the Associative Method.* Washington: Alexander G. Bell Association for Deaf, 1963.

Describes twelve cases of several kinds of aphasia with detailed remediation of sequential, structured three-unit approach emphasizing teaching, writing, and the use of fifteen nouns. After two years, pupils generally used a number of words, recognized short sentences, and increased their abilities to use language.

MC KERRACHER, D. W. "Alleviation of Reading Difficulties by a Simple Operant Conditioning Technique," *Journal of Child Psychology and Psychiatric and Allied Disciplines,* 8 (1967), 51-56.

Presents case history of boy suffering multiple problems including anxiety, lack of self-confidence, eneuresis, stammering, and severe reading disability. After three months of remedial reading plus supportive therapy in a child guidance clinic failed to induce significant reading progress, a short course of operant conditioning (proper response to a stimulus is rewarded with something of value) resulted in improvement of reading skills, less anxiety when asked to read in classroom, and some improvement of stammer. However, eneuresis, general anxiety level, and stammering during ordinary conversations did not display appreciable improvement.

MELTON, DAVID. *Todd – A Father's Story.* New York: Dell, 1969.

Deals entirely with a father's story of his brain-injured son. After initial failure to adjust to regular academic classroom, Todd is enrolled at Institute for Achievement of Human Potential to undergo Doman-Delacato patterning retraining exercises. After lengthy period of training, parents feel that good results have been obtained so that at end of story Todd, although nine years old, is accepted for trial in regular second grade class.

MILLER, NANDEEN. "Teaching an Emotionally-Disturbed, Brain-Injured Child," *Reading Teacher,* 17 (March 1965), 460-465.

Covers five-year detailed study of a brain-injured, emotionally disturbed girl, beginning at age eight. Individual reading therapy, psychiatric treatment, school observation, and exercises to develop visual, auditory, perceptual, and motor proficiency are used. Girl learns limited vocabulary by rote without concepts necessary for functional reading.

MOORE, O. K. "Autotelic Responsive Environments and Exceptional Children," in Jerome Hellmuth (Ed.), *The Special Child in Century 21.* Seattle: Special Child Publications, 1964, 87-138.

Offers exceptionally detailed study of the considerable success attained with a primary nonreading boy with low IQ and emotional problems through use of the "talking typewriter" machine.

MORRISON, IDA E. *Teaching Reading in the Elementary School.* New York: Ronald Press, 1968.

Discusses in Chapter 13 brief case studies of three boys in the second, fifth, and seventh grades who undergo corrective reading therapy. Each responds successfully to a different technique of individual corrective therapy (basal reader, matching material in book with sentences printed on strips of paper, and language experience).

PUTMAN, LILLIAN R. *Case Studies for Reading Teachers.* New York: American Press Publications, 1967.

Presents nine "disguised" open-ended reading cases followed by questions asking for solutions. Exemplifying common and recurring problems, cases include diagnostic test data and two descriptions of remediation with severe difficulties. A tenth case presents the difficulties and choices that must be faced by a new reading specialist in a new program.

RUBIN, ELI Z., CLYDE B. SIMSON, and MARCUS C. BETWEE. *Emotionally Handicapped Children and the Elementary School.* Detroit: Wayne University Press, 1966.

Describes seven brief case studies in Chapter 6 of primary-grade emotionally disturbed boys, six of whom also had reading difficulties. One of these students and the one without a reading problem were arbitrarily assigned to a control group. The remaining five were placed in a special class as part of an experimental program involving small classes, individualized curriculum, special management techniques, and use of a mental health consultant. After about three semesters of special classes, four of the five students in the experimental group were improved to the point of returning to regular classes.

SCAGLIOTTA, EDWARD G. "Reporting Progress of the Learning Disabled Child," *Journal of Learning Disabilities,* 2 (July 1969), 345-362.

Presents sample of Student Progress Report Form for detailed listing of learning disabilities problems plus remedial techniques. The form is illustrated with three lengthy and detailed case reports: a five-year-old girl, a twelve-year-old boy, and a fourteen-year-old girl.

SEHM, MARJORIE SCOTT. "Out of the Fire of the Gods," *Elementary English,* 40 (March 1963), 237-241.

Shows how correlation of reading with her myriad interests (trips, piano practice, poetry, games, and choral reading) helps develop an avid reader of the author's nine-year-old daughter.

SHEPERD, GEORGE. "Reading Research and the Individual Child," *Reading Teacher,* 21 (January 1968), 335-342.

Reports detailed case histories of two educable mentally retarded elementary school boys and involves battery of reading diagnostic tests. Although both boys were found to be adequate readers (based on comparison between mental age and reading age), the patterning of their respective abilities was very different, a fact suggesting that grouping children for reading purely on the basis of overall achievement test results may be inimical to future progress.

SMITH, DONALD E. P., and PATRICIA M. CARRIGAN. *The Nature of Reading Disability.* New York: Harcourt, Brace and World, 1959.

Contains in Chapter 8 five illustrative case reports – one detailed – in which medication is prescribed to aid remediation efforts. Kinesthetic, language experience, and timed exercises are used with little, or mixed to considerable, success.

INTERMEDIATE GRADES

Although not so prolific as studies at the primary grade level, intermediate grade studies are becoming more prominent. Perhaps content area teachers in the intermediate grades are becoming more aware of the critical relationship between good student reading and successful teaching of their own content area.

BERKOWITZ, PEARL H., and ESTHER P. ROTHMAN. *Public Education for Disturbed Children in New York City.* Springfield, Illinois: Charles C. Thomas, 1967.

Presents in Chapter 12 an exceptionally detailed analysis of difficulties due mainly to emotional factors in an intermediate boy and a junior high girl.

BETTS, EMMETT A. "Success Levels for Retarded Readers," *Education,* 77 (March 1957), 398-403.

States that remediation emphasizes coping with disruptive emotional factors before instruction for a nonreading intermediate boy with a hatred for reading.

BIXLER, RAY H. "Treatment of a Reading Problem through Nondirection Play Therapy," *Journal of Consulting Psychology,* 9 (March-April 1945), 105-118.

States that the use of toys and dolls in a nondirected play-therapy situation aided an intermediate boy in finding the core of his problem and that the release of emotions forms the groundwork for future reading instruction.

CARTER, HOMER L. J. "A Case Study of Jim," *Sequential Development of Reading Disabilities,* Supplementary Educational Monographs No. 90. Chicago: University of Chicago Press, 1960, 202-205.

Explains how a bright intermediate boy improves comprehension and reading rate through individual and group work using content area materials.

CRUICKSHANK, WILLIAM M. *The Teacher of Brain-Injured Children.* Syracuse, New York: Syracuse University Press, 1966.

Illustrates the characteristic problems manifested by brain-damaged children in five case studies in Chapter 15. Chapter 18 tells how psychotherapy, open discussion, structured curriculum, and counseling of parents helped an eleven-year-old brain-damaged girl.

JANSKY, JEANNETTE. "A Case of Severe Dyslexia with Aphasic-Like Symptoms," *Reading Teacher,* 15 (November 1961), 110-113.

Describes difficulties in detail but sketchily presents remediation in six-year study of dyslexic boy. Good results are obtained with phonic method.

JOHNSON, JOHN L., and DRISTEN D. JUUL. "Learning Problems in a Schizophrenic Child," *Exceptional Children,* 27 (November 1960), 135-138.

Reports no success for an eleven-year-old boy, provisionally diagnosed as schizophrenic, who was taught reading while being subjected to noise. There was some evidence of better performance in concept formation when subjects worked in noise.

KRESS, ROY. "A Case Study of Reading Retardation: The Diagnosis and Correction," *Corrective and Remedial Reading,* Pittsburgh Reading Conference, 1960, 75-91.

Describes bright sixth-grader's improvement in word recognition skills after school year of individual and group situations stressing experience charts and social interaction.

LEVI, AURELIA. "Treatment of a Disorder of Perception and Concept Formation in a Case of School Failure," *Journal of Consulting Psychology,* 29 (August 1965), 289-295.

Offers case study of eleven-year-old boy brought to psychiatric clinic because of failing school work. Psychological evaluation indicated poor visual-motor and conceptual performances. After one year of individual therapy devoted to teaching of generalizations and seeing relationships between conceptual patterns, the student made improvement and was reported by his parents to be doing average-to-good work in all school subjects.

LIEBEN, BEATRICE. "Reading Disability and Lite Style: A Case Study," *Journal of Individual Psychology,* 23 (1967), 226-231.

Presents case study of eleven-year-old boy with reading disability. Significant progress in reading occurred partly as a result of individual therapy in which the function of the reading disability in relationship to the student's life style was recognized and in which therapy was modified to accord to that particular life style.

LORD, ELIZABETH E., LEONARD CARMICHAEL, and WALTER F. DEARBORN. *Special Disabilities in Learning to Read and Write,* Harvard Monographs in Education. Cambridge, Massachusetts: Harvard Press, 1925.

Presents an exceptionally detailed study of the diagnosis and remediation of an intermediate grade boy with an average IQ who was considered "word-blind." A chapter on mirror writing includes a detailed account of a primary grade boy. (This study is representative of investigations of more than thirty and forty years ago dealing with reading problems not unlike those of today.)

MONEY, JOHN (Ed.). *The Disabled Reader.* Baltimore: Johns Hopkins Press, 1966.

Details a diagnostic case study illustrating different types of motor-perceptual difficulties related to reading in each of Chapters 16 through 20. The case studies involve four boys ranging in age between nine and fifteen and one-half, and one ten and one-half-year-old girl.

NOEL, ANN R. "Twelve-Year-Old Dave Learns to Read," in Alice Miel (Ed.), *Individualized Reading Practices.* New York: Columbia University, Teachers College, 1958, 81-84.

Discusses remediation consisting of library books geared to sixth grade boy's interests and phonics as needed. Within this context, student prepares oral reading for classroom discussion participation and gains three years in reading test scores.

PRESTON, RALPH C. "An Eight Year Study of a Severely Retarded Reader," in Nancy Larrick (Ed.), *Reading in Action,* Proceedings of the International Reading Association, 2, 1957. New York: Scholastic Magazines, 160-165.

Presents an eight year full case study of an intermediate boy nonreader with above average intelligence. Individual remediation in university clinic with kinesthetic approaches and basal materials bring boy to grade level.

SCHILLER, JEROME J., and MARGARET C. DEIGNAN. "An Approach to Diagnosis and Remediation of Learning Disabilities," *Journal of Learning Disabilities*, 2 (October 1969), 19-29.

Presents conceptual model of diagnosis and remediation listing twenty-four functions, description of function, diagnostic instrument, and theoretical remediation. Procedure is illustrated with diagnostic study of twelve-year-old fifth grade boy.

WITTY, PAUL. "Promoting Growth and Development Through Reading," *Elementary English*, 27 (December 1950), 493-500.

Depicts bright ten-year-old, said to be like father "who never reads," who succeeds through high interest short stories, Army designed material, and parental encouragement. A second example tells of a high school boy with emotional problems who improves after counseling and bibliotherapy.

JUNIOR AND SENIOR HIGH SCHOOL

Many of the case studies in this section cope with problems of motivation and/or emotional disturbances in connection with the reading problem. It is not surprising, therefore, to note the increasing emphasis on counseling, operant conditioning, and other adjunctive techniques to supplement the remedial reading aspect of the therapy.

BLAIR, GLENN MYERS. *Diagnostic and Remedial Teaching.* New York: Macmillan, 1956.

Presents three exceptionally detailed analyses of difficulties with comprehension and rate problems as important factors in a chapter emphasizing making of case studies. Many remediation suggestions are given.

BROWN, R. I. "Distractability and Some Scholastic Skills," *Journal of Child Psychology and Psychiatry,* 6 (1965), 55-62.

Attempts to minimize distractability and facilitate learning in borderline defective (IQ of 71) institutionalized seventeen-year-old boy. Training consisted of presenting subject with programed nonconfusing taperecordings and materials while therapist was present in attempt to teach boy how to pronounce letters and read simple words. In the course of twenty-seven weeks of individual instruction, the student increased his reading ability by almost three years.

BULLOCK, HARRISON. *Helping the Nonreading Pupil in the Secondary School.* New York: Teachers College, Columbia University, 1956.

Presents many excerpts of teacher-pupil counseling dialogues throughout the book with an especially lengthy one in Chapter 8 aimed at improving attitudes toward reading.

EPHRON, BEULAH KANTOR. *Emotional Difficulties in Reading.* New York: Julian Press, 1959.

Reveals detailed interviews with six adolescents with reading and other academic difficulties caused by emotional factors. Basis for remediation is psychotherapy (Freudian orientation).

FRIEDMAN, SYLVIA. "Remedial Therapy With a Twelve-year-old Incarcerated Delinquent," *Reading Teacher,* 19 (1966), 483-489.

Discloses detailed case study of twelve-year-old incarcerated delinquent boy with a severe reading problem despite average intellectual ability. As a result of therapy (thirty-nine hours extending over a seven-month period), word recognition increased from knowing 53 percent of preprimer words to knowing 95 percent of preprimer words and 90 percent of primer level words. Other indications of reading progress occurred although students remained well below normal grade level.

GREENBLATT, HELEN J. "I Hate Reading," *National Probation Parole Association Journal,* 1 (1955), 8-14.

Cites illustrative studies to demonstrate high relationship between delinquency and reading retardation and discusses techniques for remedial reading for delinquents. These techniques include using child's interest as entering wedge to break down resistance and foster interest before more formal reading instruction is introduced. Three case studies are presented by way of illustration.

HEWETT, FRANK M. "Teaching Reading to an Autistic Boy through Operant Conditioning," *Reading Teacher,* 17 (May 1964), 613-618.

Reports some success in using operant conditioning with a hospitalized thirteen-year-old autistic (having severe and uncontrollable disregard for external reality) boy.

HOLMES, JACK A. "The Essentials of Good Research Design: The Fruitful Hypothesis," in J. Allen Figurel (Ed.), *Vistas in Reading,* 1966 Proceedings, Volume 11, Part 1. Newark, Delaware: International Reading Association, 1967, 467-474.

Recounts detailed initial phase of study of senior with language disability who makes gains after help with programed reading.

KANTROWITZ, VIDA. "Bibliotherapy with Retarded Readers," *Journal of Reading,* 11 (December 1967), 205-212.

Presents case studies of three teenagers (two boys and one girl), all seriously disturbed emotionally and with reading problems. Individual therapy involves bibliotherapy aimed at handling emotional problems plus specific reading instruction in needed areas. In each case reading progress was made and some personality improvement was noted. Although it was demonstrated that carefully selected reading materials can motivate these children and produce rewarding results, long range effects of program are questioned.

MARKSHEFFEL, NED D. *Better Reading in the Secondary School.* New York: Ronald Press, 1966.

Includes an unanswered "what to do?" with a low IQ eighteen-year-old, a bright sophomore girl with comprehension difficulties and erroneous labeling of IQ, and a bright junior who needed help in reading for a specific purpose.

MC CORD, HALLACK. "Improving Reading Ability through Combined Tutoring and Hypnotherapy," *Journal of Developmental Reading,* 7 (Winter 1964), 142-143.

Considers ten one-hour therapy sessions: half in medium trance and the other half with Science Research Associates' multilevel reading laboratory. Twelve-year-old boy then enjoys reading, reads faster, understands more, and improves self-concept.

NATCHEZ, GLADYS. "Are 'Toughs' Teachable?" *Elementary School Journal,* 65 (January 1965), 198-205.

Depicts seventh grade English teacher's work with thirty unruly, poor readers. A consultant helps the teacher, uncertain and resistant to the teaching of reading, in approaching the entire class. Situation with two very difficult individuals is highlighted.

ROTHENBERG, ALBERT, JULIA C. JOHNSON, and MOLLIE B. BROOKS. "An Approach to Teaching Gifted Emotionally Disturbed Adolescents," *Gifted Child Quarterly,* 10 (Summer 1966), 90-100.

Considers detailed case study of fourteen-year-old emotionally disturbed girl. Despite superior intellectual ability she displayed severe academic difficulties in all subject areas. Article describes intensive, multidisciplinary therapeutic approach in an inpatient psychiatric hospital. Reading therapy is combined with psychotherapy. Improvement occurs in both emotional and academic spheres, and authors suggest grouping gifted children on basis of perceived emotional and cognitive difficulties rather than on basis of achievement level.

STRANG, RUTH. "Clinical Studies of High School Students' Reading," in Margaret J. Early (Ed.), *Reading Instruction in Secondary Schools*, Perspectives in Reading No. 2. Newark, Delaware: International Reading Association, 1964, 103-116.

Includes an initial interview with an unresponsive disabled reader and a clinical director's letter explaining why a case was not accepted for treatment.

URDA, MICHAEL A., and MARJORIE S. SNYDER. "The Maladjusted Reader – Whose Responsibility?" *Journal of the Reading Specialist*, 8 (December 1968), 66-72.

Examines detailed case study of seventeen-year-old boy of average intelligence who was reading at sixth grade level. He was placed with two other boys with male tutor for reading instruction for two hour sessions three days a week. Instructor dealt with three primary objectives: change of specific characteristics of maladjustive behavior, increase of reading ability, and assistance in interpersonal relations. Reading help included work with oral reading stressing grouping into phrases; SRA Reading for Understanding exercises were used to improve comprehension in silent reading. Meanwhile counseling successfully reduced anxiety level and assisted in better overall emotional adjustment. At end of semester marked improvement in reading skill was noted.

VORHAUS, PAULINE G. "Case Study of an Adolescent Boy with Reading Disability," *Journal of Projective Techniques*, 16 (March 1952), 20-41.

Stresses projective techniques in very detailed analysis of senior high boy with general academic problems caused by emotional factors.

WITTY, PAUL, and NORMA OLSON. "Nonreaders in the High School – Two Case Studies," *Exceptional Children*, 18 (March 1952), 161-167.

Looks at two bright high school boys who are reading on primary level with many causal conditions. Successful remediation includes experience methods, flash cards, self-made phonic notebook, basal materials, and easy reading books.

WOLLNER, MARY H. B. "A Case Study of Bob," *Sequential Development of Reading Disabilities*, Supplementary Monographs No. 90. Chicago: University of Chicago Press, 1960, 205-209.

Discloses detailed analysis of difficulties, chiefly neurological disorientation and health impairments, of junior high boy. Group remediation is used with emphasis on medication.

COLLEGE AND ADULT

The relatively few cases at this level suggest the complexity of the problem for this group, the multiple factors which could be associated with reading problems, and the importance of accurate diagnosis as a prelude to appropriate remedial work.

HARDY, MADELINE I. "Follow Up of Four Who Failed," *Journal of Reading*, 12 (February 1969), 379-382.

Provides follow-up study involving academic, vocational, and social adjustment of group of young adults who had received clinical diagnosis and individual remedial reading treatment during elementary school years. Study reveals that the forty subjects could be divided into four broad categories with respect to outcome of clinical treatment: 1) those who overcame learning difficulties (11); 2) those whose learning disabilities persisted (13); 3) those who experienced severe learning disabilities which persisted and which were probably of neurological origin (10); and 4) those with learning difficulties and social difficulties which persisted (6). Representative case histories involving a boy in each of the four major categories are presented.

NEWBURGER, HOWARD M. "A Case of Reading Disability," *National Probation Parole Association Journal*, 1 (1955), 15-19.

Examines case history of nineteen-year-old Negro former inmate of penitentiary and shows relationship between reading disability and paternal rigidity and other emotional problems. Combined gains in reading ability and overall adjustment were achieved at penitentiary as a result of integrated program of reading therapy and psychotherapy.

PIEKARZ, JOSEPHINE. "An Adult Nonreader," *Corrective Reading in Classroom and Clinic*, Supplementary Educational Monographs No. 79. Chicago: University of Chicago Press, 1953, 115-117.

Claims considerable success in a full case study of a man whose reading problem occurs in conjunction with speech and emotional complications.

SCHUBERT, DELWYN G. "Knowing the Cause before Applying the Cure," *College English*, 12 (April 1952), 394-395.

Contains three brief case histories of adult college students designed to illustrate importance of accurate diagnosis as key factor in appropriate remediation. It considers 1) thirty-five-year-old divorced woman whose low reading scores are due primarily to severe lack of self-confidence and emotional problems, and whose reading difficulties disappeared after minimal counseling assistance; 2) adult male, an accurate but very slow reader (as the result of former law training in which he had become habituated to slow, detailed reading), whose successful remediation centered around reading easy material under pressure of time and supplementary training involving tachistoscopic phrase and sentence drill; 3) forty-six-year-old woman whose reading difficulties were traced to farsightedness as a result of age (detected initially by Keystone Visual Survey Tests), and whose reading improvement was immediate following successful informal counseling to persuade her to wear corrective glasses.

WITTY, PAUL. "Evaluation of Methods and Devices to Improve Reading Rate and Comprehension," *Elementary English,* 31 (May 1954), 260-267.

Includes timed work, unusual file case method, mechanical devices, and observation of eye movements in mirror in brief examples of remediation.

WOOLF, MAURICE, and JEANNE A. WOOLF. *Remedial Reading Teaching and Treatment.* New York: McGraw-Hill, 1957.

Includes in Chapter 7 reports of five college freshmen with major emotional difficulties. Exceptionally detailed account is given of individual directive and nondirective counseling technique. Chapters 3, 4, and 9 contain brief case studies at other levels.